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ABSTRACT

Teacher preparation is a critical problem for the 2-year college in terms of recruitment and training and the varying qualifications among states, communities, schools within a community, and even within a single college. AAJC, with Carnegie funds, has undertaken a Faculty Development Project. More than 30 experts attended a conference, at which they covered such aspects of the problem as stereotypes, flexibility, diversity of objectives, incentives, status, the college mission, personality, specialist degrees, commonalities, and the training given by senior colleges. Small-group (triad) participations and psychodramas were used to provoke discussion, and eight models of preparation were presented. They were: an interdisciplinary background combined with work experience, a master's degree, and a year of teaching internship; experience in business and industry, plus one of three variations on a master's program; for a mature person, a year's study in the subject field, a second year of the subject with teaching observation, and a third year of internship; a 2-year specialist-degree program with three possible tracks; a statewide cooperative plan offering diverse approaches to varying degree levels, either subject or professional; establishment by the colleges themselves of an institution to prepare their own teachers; a doctorate-of-teaching program in an academic department; and a master's degree base, with two additional years of subject and professional preparation. (HH)

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PREPARING TWO-YEAR COLLEGE TEACHERS FOR THE '70'S

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If the needs of the community college and undergraduate four-year colleges of this country are going to be met, the academic departments of the major universities—not the schools of education —are going to have to make some adjustments. They are going to have to devise courses which are not addressed to the development of research competence or to intensive and narrow explorations of special fields. . . . Entirely too many professors in graduate schools are interested only in the kind of teaching which produces more professors in graduate schools.

Harold Howe, Commissioner of Education, April 26, 1968

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 05 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

CONFERENCE SCHEDULE

SUNDAY, NOVEMBER 17, 1968

4:00- 5:30 p.m.
Arrival and Registration

7:30- 9:00 p.m.
First Session—Introduction
"As The Experts See It" Panel Discussion

MONDAY, NOVEMBER 18, 1968

8:45- 9:30 a.m.
First Model Presentation
Dr. J. D. Dawson
(Masters College)

9:30-10:15 a.m.
Second Model Presentation
Dr. Charles Hill
(Midwest Technical)

10:30-11:15 a.m.
Triad Discussion (I)

11:15-11:45 a.m.
Oakland Community College Film

1:00- 2:30 p.m.
Third and Fourth Model Presentations
a. Dr. Esther Raushenbush
(Sarah Lawrence College)
b. Dr. Alvin Proctor
(Intermediate Degree)

2:30- 3:30 p.m.
Confrontation
"Teacher Groups and Administrators"

3:45- 5:15 p.m.
Fifth and Sixth Model Presentations
a. Dr. James Wattenbarger
(Florida Model)
b. Mr. Derek Singer
(Community College Institute)

8:00- 9:30 p.m.
Psychodramas
Reaction Panel

9:30-10:00 p.m.
Triad Discussion (II)

TUESDAY, NOVEMBER 19, 1968

8:30- 9:30 a.m.
a. "Meet the Teachers" Panel
b. Question-and-Answer Session with Model Presenters

9:30-10:00 a.m.
Summary Session

10:00-10:30 a.m.
Triad Discussion

10:30-11:30 a.m.
General Discussion

11:30-12:00 p.m.
Evaluation

ROSTER OF CONFEREES

Sr. Pauline Apuzzo
Instructor
Marymount College
New York, New York

Dr. James Armstrong
Dean
Harford Junior College
Bel Air, Maryland

President Harry Bard
Community College of Baltimore
Baltimore, Maryland

Dr. Robert Calvert
Dean
Federal City College
Washington, D.C.

Dr. H. John Cashin
Instructor
El Camino College
Torrance, California

Mr. Edward Cohen
State Division of Two Year Colleges
Trenton, New Jersey

Dr. K. Patricia Cross
Educational Testing Service
Berkeley, California

Dr. J. Dudley Dawson
Antioch College
Yellow Springs, Ohio

Dr. E. Alden Dunham
Carnegie Corporation of New York
New York, New York

Dr. Edmund J. Gleazer, Jr.
American Association of Junior Colleges
Washington, D.C.

Professor Keith Gummere
California State College at Los Angeles
Los Angeles, California

Dr. Robert B. Gwilliam
Canadian Commission for the Community College
Toronto, Ontario, Canada

Dr. Charles Hill
Ford Project for the Preparation of Teachers
St. Louis, Missouri

Mr. Richard Hixson
American Federation of Teachers
Washington, D.C.

Mr. George Holland
Policy Management Systems
New York, New York

Mr. James Jones
Training Corporation of America
Kansas City, Missouri

Dr. James Joseph
Irwin-Sweeney-Miller Foundation
Columbus, Indiana

Mr. Donald Keck
National Faculty Association
Washington, D.C.

Dr. Dorothy Knoell
American Association of Junior Colleges
Washington, D.C.

President Gail E. Myers
Monticello College
Godfrey, Illinois

Chancellor Bill J. Priest
Dallas County Junior College District
Dallas, Texas

Dr. Alvin Proctor
Kansas State College at Pittsburg
Pittsburg, Kansas

President Esther Raushenbush
Sarah Lawrence College
Bronxville, New York

Mr. Albert J. Riendeau
U.S. Office of Education
Washington, D.C.

Mr. Louis Riess
California Junior College Faculty Association
Long Beach, California

Mr. Joseph Sicotte
Clearfield Job Corps Center
Clearfield, Utah

Mr. Howard Simmons
Instructor
Forest Park Community College
St. Louis, Missouri

Mr. Derek S. Singer
American Association of Junior Colleges
Washington, D.C.

Dr. Dale Tillery
Center for Research and Development in
Higher Education
University of California
Berkeley, California

Dr. Robert Van Waes
American Association of University Professors
Washington, D.C. 20036

Dr. James L. Wattenbarger
Center for Higher Education
University of Florida
Gainesville, Florida

BACKGROUND

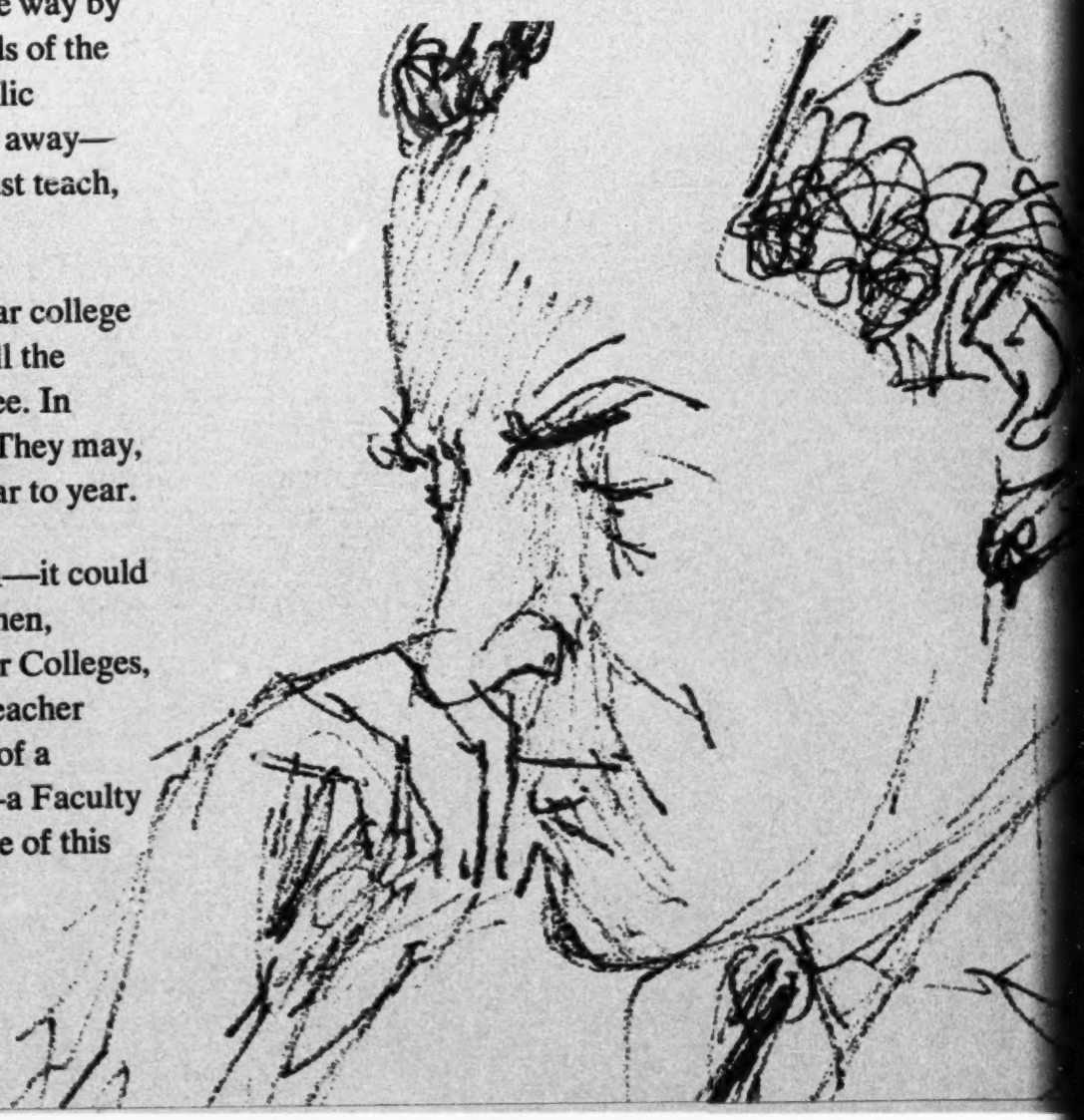
Preparing teachers is, beyond doubt, one of the critical problems facing two-year colleges in the years ahead. Where will they be found? Can enough be found? Who will train them? What is the best manner of training them?

Not the least of the problems in searching for answers is the fact that no one can provide a simple definition of what a two-year college is. The two-year college, born of this century, still searches for identity. It is the handyman of higher education. It offers an eclectic academic program that may provide an occasional course for the mature adult, vocational instruction, training for service careers, or a basis for the broadest academic goals. It serves its community in one way by tailoring its curriculum to the immediate needs of the community and in another by sponsoring public discussions and attractions. No one is turned away—not for financial problems or academic. It must teach, it must counsel, it must lead.

These are general statements. But the two-year college does not submit easily to generalization. In all the states the needs are different, mainly by degree. In communities within a state, the needs differ. They may, indeed, differ in the same institution from year to year.

Preparing teachers for this kind of institution—it could even be said these kinds of institutions—is, then, difficult. The American Association of Junior Colleges, in attempting to help solve the problems of teacher preparation, has undertaken—with the help of a Carnegie Corporation of New York grant—a Faculty Development Project. As one important stage of this project, the Association invited more than thirty authorities to a conference at Airlie House, in Warrenton, Virginia, near Washington, D.C., November 17-19, 1968. The conference was titled: "Preparing Two-Year College Teachers for the '70's."

This is a report of that conference. The principal segment of this report was prepared by a professional journalist not connected with the Association, and contains his independent observations and judgments. Accompanying that are other evaluations made by participants at the conference (a complete list of participants is included). The purpose of this report is to provide for a larger audience the highlights and thrust of the conference, and, as well, to stimulate further discussion on this critical issue.



Yet taking a realistic view, the group conceded that the graduate schools of the state colleges and universities may be the only source in the future big enough to provide the large number of trained teachers needed. In short, the conference said to the graduate schools: We want to work with you, but offer us something better—something fitting the flexible character of two-year colleges. We are not looking for teachers who will work only in academically oriented institutions. Our teachers must be prepared to reach students with low, ordinary, or superior secondary school records, students rich and poor, part-time and full-time, academically oriented and vocationally. And our teachers must be equipped to counsel their students and to stimulate their communities.

Sister Pauline Apuzzo, who formerly taught at Marymount College in Arlington, Virginia, and now teaches in New York City, expressed the thought this way: "This junior college thing has a diversity of objectives to it that ought to be capitalized on. Junior colleges have rejected a closed view of what is quality and excellence. We should be careful what we say about a singular mode of excellence. We should not homogenize, but should utilize this diversity."

When the time came to summarize the conference proceedings, Edmund J. Gleazer, Jr., executive director of AAJC, formulated his views into a series of questions. Many had been answered by the conference; others had been raised to provide discussions at further meetings.

"Is there a junior college teacher," asked Dr. Gleazer, "in a sense that a generalized concept of preparation is useful? Or is this an institution of many tasks for which many patterns of preparation are required?

"To what kinds of institutions do we look for what kinds of preparation—universities, state colleges, liberal arts colleges, junior college institutes? What kinds of faculty development programs can take place outside the more traditional degree-type programs—similar to Peace Corps preparation or business-industry training programs? To what extent is qualification expected before entry into junior college teaching, in comparison to the amount of in-service training tailor-made to a specific institution's purposes and programs?

"What incentive system will attract able people to careers in junior college teaching? To what extent are the recommended patterns of preparation functionally based or generated by a desire for recognition in terms of status systems of the Establishment?"

Finally, "What effect will patterns of preparation have upon the education 'mission' of the junior colleges?"

The same note of "mission" was sounded by E. Alden Dunham, an executive associate of the Carnegie Corporation, who asked first in summary, "What is the role of the community colleges in the 1970's? There has been an emphasis on the role in relation to the inner city. This is important now, but not the total role. The two-year college may educate the majority of all lower division (freshman and sophomore) students. Thus there is a need for all kinds of programs and all kinds of kids."

Mr. Dunham called, also, for an accurate analysis of staff needs, for "hard-headed data on the number of people in these fields, a judgment on supply." On the direct question of preparation of staff, he

recommended that several models were better than one, that "there is now a need for plurality" in the types of training and the types of institutions providing it.

George Holland, director of the VISTA Training Center, Policy Management Systems, Inc., of New York, offered a perspective from the learning companies which concentrate on nonacademic training. "Our concern," said Mr. Holland, "should sometimes be less for professional ability than an ability to relate to the student body. Nothing gets through to the student if there is not some kind of relationship established. This is not just sensitivity training, but a relationship."

James Joseph, associate director of the Irwin-Sweeney-Miller Foundation of Columbus, Indiana, found too much preoccupation with status and degrees and not enough with the fulfillment of teaching. "So many other things (besides status) need considering," Mr. Joseph said. "A faculty can't find identity apart from students. Faculty members must communicate content, but they must also communicate themselves. Students want to humanize their colleges. Teachers must be trained to be part of the humanizing process."

Howard Simmons, who teaches at the Forest Park Community College in St. Louis, questioned, too, the attention paid to degrees. "We must ask how much do you need to function," Mr. Simmons said. "For example, take the instruction of cosmetology. It can be taught by someone with no degree. Or we could go to an associate of arts, a bachelor's degree, then a master of arts in cosmetology. Then would come a Ph.D. in cosmetology." That brought laughter from the participants, which made Mr. Simmons' point. "The

training for community college teachers," he said, "should only give what is needed to function."

Dr. Alvin Proctor, a vice-president of Kansas State College at Pittsburgh and president-elect of the Council of Graduate Schools, saw the conference as the keystone for a series of national meetings that could eventually zero in on adequate teacher preparation field-by-field. He saw continuity as essential. And he asked that representatives of boards of trustees and the taxpaying public be included in future discussions.

Dr. James L. Wattenbarger, director of the Center for Higher Education at the University of Florida and the chief architect of Florida's burgeoning junior college program, found amidst the variety of views certain "commonalities": Superior two-year college teachers must develop competence in subject matter, competence in teaching skills, a sensitivity to students, and experience and understanding of their roles.

Considering the varied backgrounds of the participants, the conference did indeed find considerable "commonality." At the same time it did not lack for disagreement. As usual in such meetings, disagreement emerged slowly because the participants respected each other's expertise. And because of that expertise, disagreement rested on substantive issues.

Perhaps the most striking single point of difference was touched off by Dr. Proctor's presentation of the graduate school "specialist degree" model. Although the participants did not question the planning that went into the model, a consensus developed that the program was not as fulfilling as junior college teachers ought to have—that it meant just another year added

to the master's program in a way that might distinguish two-year college teachers from secondary school teachers but would not give them the status or preparation of four-year college faculty members. The importance of the graduate schools in preparing the numbers of teachers needed made this a crucial program, yet a troubling one nonetheless.

Dr. Gail E. Myers, president of Monticello College in Godfrey, Illinois, summarized the doubts this way: "The senior colleges have done an inadequate job in instructing lower division students, so many people think the job should be turned over to junior colleges. Yet they still want to let the senior colleges who do a bad job—and they are not improving—train the junior college teachers. There is an inconsistency there."

Dr. Proctor's reply was, "We're improving faster than you people think." Such exchange highlighted the fact that representatives of the two-year colleges and the graduate schools have much to talk about and do in the years to come.

Another issue that provoked spirited discussion was "status." Several junior college teachers expressed the view that they did not possess the status of four-year college faculty members. Arguing for a doctoral program for junior college teachers, Louis Riess, a teacher and president of the California Junior College Faculty Association, said, "We want status and money, and we know it." The discussion became snagged on semantic differences, but the point stood out that two-year college teachers generally intend to be treated as college faculty members, nothing less.
Mr. Singer of AAJC provided a format for the conference that was both tightly scheduled and divided into slots which forced the participants to shift mental gears. Even the closest thing to standard procedure, the presentation of the models, was out of the ordinary. The spokesmen did not give formal "papers" as such. Instead, they outlined their plans, with supplementary material available, offered their views, and then submitted to what usually became a lively discussion period.

The conference was leavened in several other ways. One was the use of "triads," which broke the meeting into groups of three participants who could express their thoughts in a tight body and come back with a report for the whole. Another was a "confrontation" between representatives of junior college administration and various organized faculty groups. Dr. Myers, Dr. Wattenbarger, and Dr. James Armstrong, dean of instruction at Harford Junior College, Bel Air, Maryland, presented the administration viewpoint. Dr. Riess; Donald Keck of the National Faculty Association for Community and Junior Colleges; Richard Hixson, director of the college department of the American Federation of Teachers; and Dr. Robert Van Waes of the American Association of University Professors, stated the faculty position. Their comments, combined with the discussion from the floor, produced inevitable sparks.

Near the close of the long, thought-provoking middle day, two "psychodramas" were presented. These playlets were designed to illustrate critical situations that could occur in most two-year colleges.

The first involved a college president, portrayed by James Jones of the Training Corporation of America; a faculty leader, played by Harry Bard, president of the Community College of Baltimore; and a black militant,

acted by Joseph Sicotte, of the Clearfield Job Corps Center. The second playlet concerned a guidance counselor, played by Mr. Holland; a faculty member, acted by Dr. Dorothy Knoell, research director of the Urban Community College Projects for AAJC; and a Mexican-American student on the verge of dropping out of college, portrayed by Mr. Joseph.

The light touch applied to parts of the dramatic situations enlivened an exacting day. But at a sophisticated level, the psychodramas accomplished more. Because the "actors" were performing roles to which they were not accustomed, they had to behave as they thought those who actually fill those roles would behave. They mouthed cliches and platitudes that may seem intrinsic in these intense clashes. But their difficulty in "filling another's shoes" illustrated for them and for the conferees the misunderstandings that can occur in real confrontations.

The eight models provided something of a touchstone for the conference. The first, presented by Dr. J. D. Dawson, vice-president and dean of students emeritus at Antioch College in Yellow Springs, Ohio, is based on the well-developed Antioch program of cooperative education. Dr. Dawson's theory is that anyone preparing to become a junior college teacher should have considerable actual experience in the areas where he will teach, and training that will enable him to relate to the students he will be preparing.

He suggested an interdisciplinary experiential curriculum combined with work experience. It would build on a base of two years of college, covering, over three more years, upper-division and graduate study coursework and leading to a master's degree. This would be topped off by a fourth year of teaching internship in one of a consortium of two-year colleges that would agree to work with the principal teaching institution, called a Master's College.

Dr. Charles Hill used slides and tapes to present the second model, a project operated by the St. Louis Junior College District and Southern Illinois University under a Ford Foundation grant. This program prepares teachers of occupational subjects and finds its prospective teachers among persons with many years of experience in business and industry.

The model has three principal variations. First is a one-year master's degree graduate program built on the bachelor's degree, including subject field and professional preparation at S.I.U. and in-service experience in the junior college district; second, a three-year master's program based on two years of college; third, a postmaster's degree internship including professional in-service training in the district.

President Esther Raushenbush of Sarah Lawrence College, a private, four-year liberal arts college for girls in Bronxville, New York, presented a model developed by her institution. Though the program is small, involving a comparative handful of prospective teachers, it offers the promise of bringing into the junior college teaching ranks women in their middle years, mature and educated in depth, who could be expected to become teachers of considerable dedication.

The project is tailored to the individual, covering essentially one-year's training spread over three years, allowing the woman to take work at a pace suitable to home responsibilities. The first year would involve

study in subject fields through tutorials and seminars; the second year would be continued study in discipline subjects with observation at two-year colleges; the third would be a supervised internship.

The two-year specialist degree program recommended by Dr. Proctor offers a potential of three tracks, starting from different bases. The first, from a baccaluareate degree, would include sixty units, about one-quarter in professional teaching subjects and three-quarters in subject-field preparation. The second, building on a professional education master's degree and teaching experience, would include predominantly subject-field preparation. The third, building on a subject master's, would be mainly professional preparation.

Dr. Wattenbarger presented the University of Florida's approach. It is similar in many ways to the Proctor proposals, but as Edward Cohen, director of two-year colleges for the State of New Jersey suggested, "its greatest virtue is that it was developed by men with a specific background and belief in the two-year college."

The Florida plan offers a model incorporating diverse approaches to varying degree levels, from master's to doctorate, through cooperation among the fourteen colleges within the university, coordinated by a special university-wide committee representing the graduate council. It includes subject-field and professional preparation, and general education, appropriate to individual needs.

Mr. Singer presented the model for a community college institute—a proposal that the junior colleges themselves establish and administer one or more institutions for the preparation of their own teachers

and administrators. Training would be primarily by and for such teachers, academic and in-service, stressing teaching and learning to fit the student characteristics and needs of the open-end college.

A fresh idea, the institute offers considerable flexibility. One or several institutes could be established; it could even be a "floating" institution, with the faculty traveling the country. Perhaps, it might resemble the National Academy of Sciences, in the sense that the best of junior college teachers could prepare future colleagues. Someone labeled it potentially the "West Point of junior colleges," a standard-setter for other programs.

Two programs were offered that would lead to a doctorate of arts—doctorate of teaching, in effect, and not research like the Ph.D. One was presented by Mr. Dunham and one by Mr. Keck. The Dunham proposal described a plan already operating at Carnegie-Mellon University in Pittsburgh, a three-year terminal program with degrees awarded by academic departments. Its emphasis is on preparing college teachers in a subject field, and it requires an applied dissertation in curriculum or instruction. The Keck proposal assumes a master's degree or equivalent base, with two additional years of subject-field and professional preparation, including one semester of teaching internship and seminars. This would be followed by a year of resident teaching to complete requirements.

Obviously, then, the conference produced almost unlimited, yet at the same time neatly defined, areas for development and exploration. Even those involved in the field for many years felt that the importance of the subject cannot be overestimated. Said Dr. Bill J. Priest, chancellor of the Dallas County Junior College

District: "Staff development is the single most important element in the junior college movement." From his experience with one of the nation's most respected residential colleges, Antioch's Dr. Dawson said: "At the residential college students learn a great deal from each other. At the junior college, where students cannot learn from each other as easily because they usually do not live together, the teacher is more important." And Dr. Dale Tillery, assistant director of the Center for Research and Development in Higher Education at the University of California, Berkeley, reminded: "Don't forget we are talking about teachers who must know something about the individual needs of human beings."

Woven through the discussions on the specific subject of teacher preparation was a critical, inevitable thought. Dr. Gleazer identified it this way: "It is a matter of these institutions discerning their appropriate role in society. Some do not understand that role. They are just seeking identity at a time of expansion. We can't figure out the staffing needs without taking into account our jobs."

The Airlie Conference made clear that the search for identity continues among two-year colleges, concerning their staffs, their students, their roles in their communities. Perhaps the identification of goals and missions should precede the discussion of teacher preparation. But how soon would this crucial issue really be faced? It could be said, in fact, that tackling the issue of teacher training, as done here at Airlie, helped push the two-year college movement along the road to finding its true identity.

And the conference did hear specific reminders about identity. Dr. K. Patricia Cross, author of the recent and definitive research study, *The Junior College Student,* said: "Let's not let success spoil the junior college movement. This is not a four-year college we have, but a singular mode for excellence, a fresh breeze blowing through higher education in general." And Professor Cashin said he didn't want anyone to forget what he wryly termed "the challenge of mediocrity." He said: "We must keep the junior college what it is, yet ever keep it doing a better job. I'm proud to be associated with a junior college because of what it does."

What the conference did was to bring together a group of people largely dedicated to the junior college and to what it does—then set them pondering what might be the single most important issue facing the movement. To think that the conference did not settle anything because it did not choose a single model is to miss the point. It produced specific suggestions, to be sure, but much more: It produced an impetus.

Perhaps, "Airlie II" may move us even further up the road!

LOOKING BACK – AND AHEAD

(Some comments from conferees on AAJC's future role in faculty preparation.)
". . . if we are going to make any measurable dent in the preparation of faculty for the community college, then we are going to have to develop better programs in most of our colleges and universities."

James L. Wattenbarger
University of Florida

"A student is anyone who thinks he is; a teacher is never anyone who thinks he is."

Anonymous

"(The AAJC should) promote understanding of the comprehensive nature of the junior college program and its need to be relevant to those not educated by other institutions of higher education."

Dale Tillery
University of California, Berkeley

"Let's look at our staffing needs in terms of the job to be done with students, rather than the artificial hierarchy established by degree labels."

Gail E. Myers
Monticello College

"There are really only three basic models . . . the community college institute, the master's degree program . . . and the doctoral or specialist degree program, designed specifically for college teaching."

Dorothy Knoell
AAJC

"(AAJC should stress) in-service training since the major brunt of teaching must be done by those already in service; but they need morale uplift and attention to content courses and new methods."

Alvin Proctor
Kansas State/CGS

"Primarily, we need training in educational objectives, contemporary problems in (our) disciplines, and community college philosophy."

Howard Simmons
Forest Park Community College

"(I suggest) you establish national recognition of certifications to encourage mobility (horizontal as well as vertical); develop recruiting techniques (for) people in business, industry, and Armed Forces to enter teaching; and encourage 'sandwich' programs—encourage part-time participation by industry and individuals."

Robert B. Gwilliam
Canadian Commission on the C.C.

"Norms are clearly useful; at the same time, the AAJC must have the courage of leadership entailed in setting down emphatically those practices, standards, approaches, etc. which it finds objectionable (in preparing faculty)."

Edward Cohen
State of New Jersey

"Keep the debate going, and move toward implementing Singer's institute."

Harry Bard
Baltimore Community College

"(AAJC should) provide targets to which (its member) colleges can aim (and) . . . spell out standards necessary for meeting the needs of the institution—e.g. the community being served."

Albert Riendeau
USOE

"Standards for teacher preparation may have to be contextual. They should be determined not in the abstract, but in relationship to the population that is to be taught."

James Joseph
Irwin-Sweeney-Miller Foundation

"If your members can get these standards, most of them will be singing out of the same hymn book" (advocating that AAJC establish clearer training standards).

James Jones
Training Corporation of America

"Remember, the two-year college student is one of the most promising prospects for future teachers. Future teachers' clubs, special speakers, publications, etc. might well be directed to this 'captive audience.'"

K. Patricia Cross
Educational Testing Service

"A topic not explored needs attention: how to make the peoples' colleges as democratic in form as they are in the educational function they attempt to perform. Gifted administrators and . . . faculty members . . . need academic freedom, a chance to share responsibility for governance . . . and a system that rewards merit and innovation."

Robert Van Waes
AAUP

"I would suggest AAJC move immediately to develop a two-month orientation and preparation program for junior college teachers."

Robert Calvert
Federal City College

"Good teacher orientation (means knowing) . . . human relations, community composition, and student characteristics—all in depth."

Keith Gummere
California State College

"(AAJC should) definitely develop some type of evaluation and/or accreditation of (teacher training) institutions in terms of how well they perform the function of training junior college staff."

Anonymous

"What we learn from a conference is that we need another one. Towards the end of a conference we enjoy massaging the wise words we used early."

Anonymous

Faculty Development Symposium

PROPOSED MODELS FOR INSTRUCTOR PREPARATION

1. *Dr. J. D. Dawson—Master's College-Consortium*
   A. Interdisciplinary experimental curriculum, built upon a base of two years of college, covering upper-division and graduate study coursework, leads directly to the master's degree.
   B. Topped off by a fourth year of teaching internship in one of a consortium of two-year colleges, interrelated to the Master's College.

2. *Dr. Charles Hill—Jointly Operated Program of Occupational Teacher Preparation*
   (Ford Foundation Project)
   A. A joint project of the St. Louis Junior College District and the Southern Illinois University designed for the preparation of teachers of occupational students.
   B. Program Variations:
      1. One-year master's degree graduate program built on bachelor's degree, includes subject-field and professional preparation at S.I.U. and in-service experience at the Junior College District.
      2. Three-year master's degree program, built on two years of college, includes subject-field and professional preparation at S.I.U. and in-service experience at the Junior College District.
      3. Post-master's degree internship program, includes professional in-service experience at the Junior College District.

3. *Dr. Esther Raushenbush—Three-Year Part-Time Program*
   A. Individually planned three-year program of integrated study in professional and subject-field areas utilizing seminars and in-service experiences.
   B. Sequence of study:
      1. First year—study in subject field through use of tutorial and seminars.
      2. Second year—continued study in teaching field subjects with observational experience in two-year colleges added.
      3. Third year—experience through supervised internship.

4. *Dr. Alvin Proctor—Two Year Post Baccalaureate Specialist Degree Program*
   A. A two-year program, building upon previous subject-field and professional preparation and including additional subject-field and professional preparation.
   B. The program offers a potential of three tracks:
      1. Building on the nonexperienced background and no graduate study, includes sixty units of work—about ¼ in professional subjects and ¾ in subject-field preparation.
      2. Building on a professional education master's degree and teaching experience, includes predominantly subject-field preparation.
      3. Building on a subject-field master's degree, includes predominantly additional professional preparation.

5. *Dr. James Wattenbarger—Intra-Institutional Cooperation Program*
   A. A diverse offering of various approaches to varying degree levels.
   B. Involves cooperation between the fourteen colleges in the university, coordinated by a special university-wide committee representing the graduate council.
   C. Includes subject-field, general education, and professional preparation, such as seems appropriate to individual needs.

6. *Mr. Derek S. Singer—Community College Institute*
   A. A proposal that junior colleges themselves establish and administer one or more institutions for the preparation of junior college instructors and administrators. Training would be primarily by and for such teachers, both in-service, stressing teaching and learning strategies to fit the student characteristics and needs of the open-door college.

7. *Dr. E. Alden Dunham—Doctor of Arts Degree Program*
   A. A three-year terminal program leading to the doctor of arts degree, with degree awarded by academic departments.
   B. Includes study with emphasis on teaching in a subject field, but requires an applied dissertation in curriculum or instruction. An example: Carnegie-Mellon University program is designed for both two and four-year college teachers.

8. *Mr. Donald Keck—Doctor of Arts in College Teaching*
   A. Master's degree, or its equivalent, is assumed.
   B. Additional two years of subject-field and professional preparation, including one semester of teaching internship and seminars, leads to candidacy.
   C. Candidates engage in one year of resident teaching before receiving doctorate.